### Reading/Comprehension Skills

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

#### Kindergarten

- **(§128.11 Spanish Language Arts and Reading)**
  - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to:
    - (A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
    - (B) ask and respond to questions about text;

#### First Grade

- **(§128.12 Spanish Language Arts and Reading)**
  - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to:
    - (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
    - (B) ask literal questions of text;

#### Second Grade

- **(§128.13 Spanish Language Arts and Reading)**
  - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to:
    - (A) establish purposes for reading selected texts based upon content to enhance comprehension;
    - (B) ask literal, interpretive, and evaluative questions of text;

#### Third Grade

- **(§128.14 Spanish Language Arts and Reading)**
  - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to:
    - (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
    - (B) ask literal, interpretive, and evaluative questions of text;

#### Fourth Grade

- **(§128.15 Spanish Language Arts and Reading)**
  - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to:
    - (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
    - (B) ask literal, interpretive, evaluative, and universal questions of text;

#### Fifth Grade

- **(§128.16 Spanish Language Arts and Reading)**
  - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to:
    - (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
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<td>(D) make inferences about text and use textual evidence to support understanding;</td>
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<td>(E) retell or act out important events in stories; and</td>
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<td>(E) summarize information in text, maintaining meaning and logical order; and</td>
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<td>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</td>
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